

Homebound Forms

General Education Homebound Packet Contents

Forms	Explanation
Homebound services procedures for general education	A general overview of the proves for implementing general education homebound services
Excerpt from student attendance accounting handbook	Contains the description of general education homebound requirements and other information
Preliminary data on homebound referrals	A tracking sheet to record the basic information on a student to assist in beginning the homebound process
Notice for release/consent to request confidential information	This is completed and signed by the parent so that the school district has permission to contact them directly
Physician's report of eligibility	Completed by the doctor to document the student meets the criteria for homebound and relevant information to the delivery of homebound services
Physician's release for homebound student	Completed by the doctor's office upon the student being able to return to school
Parent letter	Given to the parent to explain the basic procedure for homebound services
Parent agreement	Explained by the homebound teacher and documents requirements for homebound services and is signed by the parent
Plan for homebound services	Developed by the homebound committee
Teacher letter	Sent to the regular teacher to collect assignments to be completed during the absence
Homebound assignment form	Documents the assignments provided to the homebound teacher
Homebound teaching activity log	To document homebound teacher's time spent with the student, must be turned in with extra duty pay timesheet

Homebound Services Procedure for General Education

If the student is determined to meet the following criteria the process for providing homebound services should begin.

1. Student is expected to be confined at home for a minimum of four consecutive weeks;
2. GEH needed for medical reasons only;
3. Medical condition is documented by a physician licensed to practice in the United States.

The GEH campus committee-which should include, but is not limited to, a campus administrator, a teacher of the student, and a parent/guardian of the student-should convene to determine to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is provided at home/hospital bedside the GEH committee will determine the type(s) and amount of instruction to be provided.

The committee should complete the district's forms for GEH as outlined in the Students Attendance Accounting Handbook. These forms should include:

1. A district developed form that documents GEH committee decisions regarding whether or not a student is to be served through GEH.
2. The GEH committee must document on the form the committee's decision regarding the designated amount of time per week that instruction will be provided.
3. A note from a physician stating the student has a medical condition that requires the student to be confined at home/hospital bedside for minimum of four consecutive weeks.
4. Documentation of the day(s) homebound instruction started and stopped.
5. Teacher's homebound instruction log.

Upon the commencement of services at the end of each week, designated staff should inform the attendance clerk of the amount of time the student received service and the number of absences that should be recorded.

The GEH should reconvene to review information at the end of the service period as documented on the Physicians Report of Eligibility. Should additional time be needed, the committee should review any additional documentation from the doctor that is provided. The parent should be asked to have the doctor complete a physician's release of homebound student in order for the student to return to school and the committee should determine if a transition period is necessary.

Should a transition period be needed, the committee should document the following:

1. Length of time of the transition period
2. The amount of time the student will be served in both settings (homebound and the classroom) during the transition period
3. The effective date the student returns to the classroom full time must be documented.

3.7 General Education Homebound (GEH) Program

Any student who is served through the GEH program must meet the following three criteria

- The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks **need not** be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed¹ to practice in the United States.

¹ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

A student served through the GEH program at home or hospital bedside must be served by a certified² general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

Note: For guidance in determining GEH instruction for pregnant students who are receiving pregnancy-related services, see Section 9.

A student who is served through the GEH program retains the same ADA eligibility code he or she had before receiving GEH services, regardless of how many hours the student will be served through the GEH program.

For information on remote homebound instruction, see **Error! Reference source not found.**

3.7.1 GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of GEH instruction that have been approved by the local school board.

3.7.2 GEH Committee

A designated campus committee must make decisions regarding GEH placement. Members of the committee should include but are not limited to the following:

- a campus administrator,
- a teacher of the student, and
- a parent or guardian of the student.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home or hospital bedside. If instruction is to be provided at home or hospital bedside, the GEH committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and should, if possible, be provided instruction in all other courses in which the student is enrolled.

In making these decisions, the GEH committee must consider information from the student's licensed physician. However, documentation from the licensed physician **is not** the sole determining factor in the committee's decision-making process.

3.7.2.1 GEH Committee Documentation Responsibilities

In qualifying a student for and providing the student GEH services, the following documentation is required:

- a district-developed form that documents GEH committee decisions regarding whether a student is to be served through GEH;
- documentation on the form of the GEH committee's decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided;
- a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of 4 weeks;
- documentation of the day(s) homebound instruction started and stopped; and
- the teacher's homebound instruction log.

The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) is the following:

- the name of the homebound teacher,

² For a teacher other than a bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be "highly qualified" if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

- the student’s name and Texas Unique Student ID,
- the date that the homebound teacher visited the homebound student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

Additional documentation may be maintained as part of this record at your district’s discretion. This documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

3.7.3 GEH Funding Chart

For GEH services to generate ADA, the services must be provided as follows:

A general education student served at home earns eligible days present based on the number of hours the student is served at home by a certified³ teacher each week. Use the following chart to calculate eligible days present:

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

Eligible days present are determined each week. For GEH purposes, a week starts Sunday and ends Saturday. GEH service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

3.7.4 Test Administration and GEH

A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, and final exams and required state assessments is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours must not be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.

A student receiving GEH services **who returns to his or her campus to take required state assessments must have a medical release** from a licensed⁴ physician to do so. The time spent on campus taking required state assessments must not count as any part of the number of hours of GEH service for eligible days present.

³ For a teacher other than a bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school’s charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be “highly qualified” if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

⁴ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

3.7.5 Transition from GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the GEH program for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart.
- The length of the transition period must be determined by the GEH committee based on current medical information.

During the transition period, students are to be served through the GEH program for the period of time each week as specified by the GEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart.

Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

3.7.7 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem **that is a recurring condition** that requires the student to be in the GEH program for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the GEH program and a school-based placement generate eligible days present for those days they are served through the GEH program subject to the GEH funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance information for students with a recurring condition.



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
General Education Homebound

PRELIMINARY DATA ON HOMEBOUND REFERRALS

Personnel collecting data: _____

Name of student: _____ Age: _____ DOB _____

Grade: _____ School: _____ Referred by: _____

Parent: _____ Phone: _____ 2nd phone: _____

STUDENT MEDICAL INFORMATION:

Specific type of diagnoses _____

Contraindication and/or precautions _____

Prognosis _____

Prescribed Medication(s) _____

Dr. Name and Phone Number: _____

How long is the child expected to be out? _____

Has make-up work been requested? _____

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GENERAL EDUCATION HOMEBOUND
BAYTOWN, TEXAS

PHYSICIANS REPORT OF ELIGIBILITY
HOMEBOUND USE ONLY

Please print

Student: _____ School: _____

Age: _____ DOB: _____ Parents name: _____

PHYSICIAN INFORMATION:

Name: _____ Phone: _____

Address: _____
Street or PO Box City State Zip

Latest Examination Date: _____

Check all that apply:

- The student is expected to be confined at home or hospital bedside for a minimum of four consecutive weeks.
- For medical reasons only
- The physician is licensed to practice medicine in the United States.

If both boxes are checked above, please complete the following:

Specific type of impairment (i.e., diagnosis) explain: _____

Severity of impairment (mild, moderate, and severe) _____

Contraindication and/or Precautions:

Prognosis:

Functional Implications of the Medical Condition for the Educational Process

Check as appropriate:

— Difficulty maintaining-alertness/concentration making decisions appropriate behavior due to impulsivity-short/long term memory.

— Seizure precautions: _____

— Prescribed MEDICATION(s); give dosage(s), frequency (ies): _____

— Impact on classroom functioning of each medication. Explain: _____

— Existing medical implications interfere or prevent the student from being educated on a school campus (required if requesting homebound services) explain: _____

— Other: _____

RECCOMENDATIONS FOR EDUCATIONAL PROGRAMMING

Check as appropriate:

___ Yes ___ No Child is physically able to attend general class on campus

___ Yes ___ No Child will be confined 4 consecutive weeks or longer until approximately _____ (date required)

___ Home ___ Hospital: _____ other: _____

___ Yes ___ No Is the Student infectious at this time?

How many hours of instruction per day may the student tolerate? _____

Date: _____

PHYSICIAN'S SIGNATURE/PRINTED NAME/TELEPHONE (PLEASE DO NOT STAMP)

Please return the form to: _____



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
General Education Homebound

Physician's Release for Homebound Student

Student: _____ DOB: _____

Address: _____ Phone: _____

Home Campus: _____ Grade: _____

Based on my examination, this student no longer exhibits a health disorder that adversely affects his/her educational performance.

Check one of the following options:

I am releasing this student to return to school with any restrictions.

I am releasing this student to return to school with the following restrictions:

Date of examination

Signature of physician

Physician's address

Physician's printed name

Physician's office phone number



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
General Education Homebound

Dear Parents,

Homebound services are educational services provided in the home for a student who is unable to attend school because of a diagnosed health condition.

A student is eligible for General Education Homebound (GEH) services when the following conditions apply:

1. Student is expected to be confined at home for a minimum of four consecutive weeks;
2. GEH needed for medical reasons only;
3. Medical condition is documented by a physician licensed to practice in the United States.

When homebound services are no longer required, your child will be transitioned back to his/her previous educational setting.

Homebound services will allow a teacher to come to your home to provide instruction to your child so that your child can remain current with required classwork and assignments. The homebound teacher will meet frequently with your child's classroom teacher(s) to ensure a coordinated educational program that will prepare your child for transition back to the campus setting. Attendance will be kept by the homebound teacher and reported to your child's home campus.

Medical information is required from your child's doctor before homebound services may be assigned. It is essential that you return this information as quickly as possible so services may begin promptly. Physician forms may be returned via parent, mail, or faxed to your student's school. Homebound services cannot be initiated without this medical information.

During the time the process is taking place, please continue to get assignments from your child's teacher(s). If more information is needed concerning General Education Homebound services, please contact your student's campus.

Thank you.

PO Box 30 Baytown, Texas 77522 (281) 420-4800



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
General Education Homebound

To: Parents or Guardian of Student with General Education Homebound Services

Re: _____

The General Education Homebound service of the GCCISD strives to give each student an instructional program designed to meet the student's individual needs. To achieve this goal we ask you, the parent and/or guardian to:

1. Be present (or to have an adult present) in the home during the homebound instruction:
 _____ _____
 Class day Time
2. Furnish the student with materials and a suitable place to work. The work area needs to be quiet and uninterrupted- including TVs, music, pets and siblings. The student and teacher should be able to work alone.
3. Assist in seeing that the student completes all assignments.
4. Call the school as soon as you know the student will be unable to receive instruction. Absences are counted as excused or unexcused as per the GCCISD guidelines. If it is the day of the instruction please call no later than 8:00 A. M.
5. Have the student ready to receive instruction upon arrival of the teacher.

The homebound teacher assigned to instruct your child will:

1. Obtain instructional assignments from the student's home campus for the period of time the student is unable to attend school.
2. Keep attendance and grades for the student and report these to the home campus.
3. Instruct the student the number of hours each week designated by the General Education Homebound committee.
4. Contact the parent if unable to provide instruction on the scheduled day or time.

Signature of parent and/or guardian

Date

Signature of homebound teacher

Date

**Goose Creek Consolidated ISD
General Education Homebound**

Plan for Homebound Services

Student name: _____ Campus: _____

Does the Student meet the criteria to receive General Education Homebound Services?

Why types of instruction will be proved for the student receiving GEH?

Type	Amount

What date will the homebound services begin?

What is the projected date homebound series will end?

Any other areas of concern:

Persons in attendance:

Parent: _____ Teacher: _____

Administrator: _____ Other: _____



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
General Education Homebound

To: Teachers who will have students served through the homebound program

From: _____, Homebound Teacher

Attached is an assignment form for homebound services. When making out assignments, please bear in mind that even though homebound teacher will instruct students on a one-on-one basis; the students are often quite ill or disabled and may not be able to cover as much material as they would in the classroom.

Please help by doing the following:

- Continue to send homework assignments directly to your students until homebound instruction begins (usually about one week).
- Please provide the scope and sequence for your subject for the period of time the student will be out. If the material is from state-adopted texts and workbooks, please provide the beginnings and end points. **If you use your own material, please include answer keys.**
- Material can be sent at the beginning of services or delivered weekly to the homebound box in the mailroom of your school.
- Grades will be given by the homebound teacher, with the exception of pre-AP, AP, and some electives.
- Attendance is kept at the home campus, with the homebound teacher reporting it each week. **Please do not count the student absent during the time he/she is receiving homebound services.** Please include this in your sub info.

If you have questions contact your counselor or assistant principal.

Our goal is to help the students maintain skills, learn new materials, and be able to pass the final exams when applicable. Your help is greatly appreciated.

PO Box 30 Baytown, Texas 77522 (281) 420-4800

HOMEBOUND ASSIGNMENT FORM

To: _____, teacher

From: _____, homebound teacher, GCCISD

Subject: Homebound Instruction

Your student _____, will be receiving homebound instructions until approximately _____ . In order to insure continuity of instruction, please fill out the information listed below. Please attach any material and return to me within two days.

Subject: _____

Grades or grade average for current six weeks: _____

Textbook Title: _____

Current class assignments:

Remaining material to be covered while the student is receiving homebound instruction:

Comments:

All material can be put in the homebound box in your school's mailroom.

